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ABSTRACT

Defining a telecourse as a series of lessons presented through the medium of television, this paper outlines four uses of telecourses and describes three different options for telecourse design: (1) use of commercially-available materials; (2) use of professor-developed materials; and (3) a combination of the two. Focusing on the professor-developed telecourse, this guide presents specific recommendations for the selection of a camera and an appropriate videotape format, selection of locations for filming the lessons, appropriate use of technical personnel in filming and editing, scheduling the filming sessions, selection of appropriate audiovisual aids, and use of resource people. Implementation issues are also discussed, including the selection of delivery and communication systems, student registration for courses, the structure of the initial class meeting, distribution of syllabi, selection of textbooks, types of assignments, maintaining student motivation, and test design and scoring. Finally, options for evaluating telecourse lessons are briefly described. A checklist, intended as a decision-making aid for professors developing their own telecourse lessons, is keyed to the options described throughout the text. (10 references) (GL)

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DESIGN OF A TELECOURSE:

FROM REGISTRATION TO FINAL EXAM

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ABSTRACT

A telecourse is a series of lessons presented through the medium of television. Telecourses can provide students in remote areas access to educational opportunities to which otherwise would not have access. This paper presents a step-by-step procedure by which college professors can develop their own telecourses.

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DESIGN OF A TELECOURSE:
FROM REGISTRATION TO FINAL EXAM

BASIC DEFINITION

A telecourse is a series of lessons delivered through the medium of television. The lessons may be transmitted (from a classroom or television studio) live, or they may be stored on video tapes for later transmission. Another possiblility is to tape the lessons and then distributed them to various central locations or college campuses so that students may watch them (at their leisure) individually or as a group.

USES OF TELECOURSES

Now that we have a basic definition of what a telecourse is, let´s talk about the purpose of a telecourse. A telecourse can serve many purposes. For example, if a student lives in a remote part of the world, the country, or the state, i.e., a part of the

world, country, or state that is remote from a college or university, a telecourse can be used to provide for his or her education. The telecourse could be transmitted on one of the cable channels or on the local educational access channel so that the student can have access to the education that he or she is seeking. This is one purpose of a telecourse, viz., to provide educational opportunities for students that live in remote areas.

A telecourse can also be used to provide educational opportunities for students that live near a college or university, but the college or university that he or she lives near does not offer the type of program in which he or she is interested. For example, there might be a student in Newport News, Virginia (where Christopher Newport College is located) that wants to take a course in urban studies. If Christopher Newport does not offer a course in urban studies, a telecourse could be transmitted from Norfolk State University (which is located in Norfolk, Virginia).

Another use of a telecourse is that of helping professors provide for instructions when they are absent. Sometimes professors become ill, and they have to be absent; or they have to attend conferences in

different parts of the world or the country. In such cases, a telecourse can provide for instructions in their absence. If a professor is going to be absent, he or she can leave a telecourse lesson for the class. The students can watch the telecourse during the regular class period or at other times that the professor feels are appropriate. Using this approach, the students can get the instructions that they would have gotten, had the professor been present.

DESIGN OF TELECOURSE DEVELOPMENT

Now, let´s turn our attention to the design of a telecourse and how professors may go about developing their own telecourses. If a telecourse is properly designed, many of the problems that might otherwise exist during the implementation of the telecourse can be avoided. The professor needs to sit down and think about the design of the telecourse before he or she attempts to put a telecourse together. This will increase the probability that the final product will be a success. In light of this, the following paragraphs outline what a professor should do to plan (or design) the development, implementation, and evaluation of a telecourse.

As mentioned in the definition, a telecourse is

simply a series of lessons presented through the medium of television. This means that a professor would not necessarily have to make his or her own telecourse lessons. A professor could purchase a set of prepackaged telecourse lessons. Many of the textbook companies now have telecourse lessons to go along with their textbooks. Some professors might decide to go this route, i.e., to purchase their telecourse lessons from a textbook publisher. There are advantages and disadvantages to this type of system. One apparent advantage is that the professor does not have to worry about shooting the telecourse lessons. The professor does not have to be concerned with making the telecourse lessons so that they are parallel with what's in the textbook. The publisher of the telecourse lessons and the textbook will make sure that they are parallel. One disadvantages of this type of system is that the professor does not have control over the content of the telecourse lessons. Some topics that the professor might not be interested in covering in his or her class might be included in the prepackaged telecourse lessons. Another disadvantage is that some of the material that the professor plans to cover might not be included in the commercial

telecourse lesson. These are just a few of the advantages and disadvantages of buying a commercial telecourse from a textbook publisher.

Another option that the professor has is to make his or her own telecourse lessons. There are advantages and disadvantages to this mode of operation. One obvious disadvantage of this mode of operation is the amount of time needed to plan and develop the telecourse lessons. Some of the advantages are (1) the professor has more control over the content of the telecourse lessons and (2) the professor can include those things that he or she feels are important, even if they are not in the textbook. There are other advantages and disadvantages to this type of system. Only a few are listed here due to space limitations in this brief discourse.

Another mode of operation would be to use a combination of both commercial telecourse lessons and professor-made telecourse lessons. This might be a good mode of operation for some professors. Albeit, it has its advantages and disadvantages too. For example, the commercial telecourse lessons and the professor-prepared telecourse lessons might not interface well. The commercial lessons and the

professor-prepared lessons might be so difference that the professor cannot put them in some type of suitable sequence. There might be some overlap of the content of the two types of telecourse lessons. One of the advantages of using a combination of the two types of telecourse lessons instead of just the professor-prepared type would be the reduced time involved, on the part of the professor, in actually preparing telecourse lessons. For example, if the professor uses commercial telecourse lessons for half of his or her telecourse, he or she should be able to cut the time that it would take to prepare the telecourse almost in half. In other words, the professor will not have to put as much time into developing the telecourse lessons if he or she uses some commercial telecourse lessons along with the ones that he or she develops. Another advantage to using this mode of operation is that the professor can include important topics that are not in the textbook by adding his or her own telecourse lessons for the absent topics.

Now, let´s assume that, for the rest of this paper, you (as a professor) decide to develop your own telecourse lessons. Maybe you feel that the lessons

that you develop will be more in line with the course that you teach, that is, more in line than the telecourse lessons prepared by the textbook publisher. Or maybe you could not find a good commercial package of telecourse lessons that covers the same topics in the same sequence as your textbook or syllabus. Let's say that because of this you decide to make your own telecourse lessons. What are some of the decisions that you have to make in order to develop your own telecourse lessons? This is the question that is addressed in the remainder of this paper.

One of the first questions that you must answer in designing and developing your own telecourse lessons is "What type of camera will you use to shoot the telecourse lessons?" There are a variety of cameras available on the market today. One of them is called a camcorder. It is a combination of a camera and a video cassette recorder (VCR). In other word, the VCR is built into the camera. There are other types of cameras available wherein the VCR and camera are separate components. These types of devices allow you to record your lessons on tapes for later playback. In this case, the tapes could be made available to students that miss certain lessons or that need further

remediation after a lesson has been taught. Such tapes could also be used for regular instructions in the classroom. Other types of cameras are available that could be connected to satellites for live broadcast to remote areas.

So one of the first decisions you will have to make, after you decide to make you own telecourse lessons, will be on which type of camera you will use. The camcorder will probably prove to be the least expensive type of camera, if you plan to purchase a camera of your own. Of course, you could decide to use your institution's camera, if your institution has one. It would be a good idea to check the technology department of your library to see if one is available that you can use to shoot your telecourse lessons. The technology department of your institution's library will prove very helpful to you when you are making your decision on what type of camera you are going to use. If you have a mass communications department at your institution, it may also prove helpful. This is a very important decision, i.e., the decision of the type of camera that you will use to shoot your telecourse lessons. If you already have a camera, then you will probably use it. If you don't already have one, then

you will decide to purchase one, rent one, or borrow one from your institution's library.

After you have decided what type of camera you will use to shoot the telecourse lessons, you will have to decide what type of VCR tapes you will use. Even if your telecourse lessons are being broadcast live, you will still want to make tapes of them. There are many different types of VCR tapes available on the market today. There are many different brand names. You will have to make a decision as to which brand name you are going to use. Sometimes, we have a tendency to just go with the brand name with the lowest price. If you are designing and developing your telecourse lessons on a tight budget, e.g., if you are funding the project yourself, then this might be the best way to go. On the other hand, if you have a grant or if your department is footing the bill, you can buy more expensive tapes of a higher quality. Usually the higher the price of the tape, the higher the quality (of course, all other things being equal). Also VCR tapes vary according to the length of recording time available on them. For example, a VCR tape labeled T120 will have two hours (or 120 minutes) of standard play (SP) recording time. One labeled T30 will have

only one-half hour (or thirty minutes) of standard play (SP) recording time. Also available are T160 (160 minutes of SP recording time), T90 (90 minutes of SP recording time), etc. If you use these same tapes for recording your telecourse lessons but flip the switch on your VCR to extended play (EP) instead of standard play (SP), you can get considerably more recording time. For example, a T120 on extended play (EP) can provide you with six hours of recording time instead of just two hours. A T160, not mentioned above, on SP has 160 minutes of recording time compared to eight hours on EP. Tapes can also be classified as Beta or VHS. The type that is used most often today is VHS. The camera, the VCR, and the VCR tapes must be compatible. Hence, the type of camera will dictate which of these two type (Beta or VHS) you decide to use.

Usually telecourse lessons are about thirty minutes in length. This includes time for the credits, the title, the opening of the lesson, and of course the telecourse lesson itself. Because of this, the T30s are often used by telecourse professors to make their telecourse lessons. Of course, as a college professor, if you are shooting your own telecourse lessons, you can be more flexible. You don't have to restrict your

lessons to thirty minutes, even though that's the way its usually done. In fact, when you first start shooting your telecourse lessons, you might find it impossible to work within such time constraints. You might have to tape you lessons, at first, the way you usually give them in your classroom, and then go back and edit them down to thirty minutes. You might have to use a one-hundred-twenty minute tape when making your first telecourse lessons. If you are on a tight budget and/or funding the project yourself, you will probably want to use T160s or T120s and put the tape speed setting on you VCR on EP. These are considerations that you must deal with when you are designing your telecourse lessons.

The next question that you must answer in designing and developing you telecourse lessons is "Where will the telecourse lessons be shot?" Will they be shot at a television studio on campus, in a university classroom, at home, a combination of these locations, or some other completely different location. If the telecourse lessons are shot at the studio on campus (if your school has a studio), then, of course, you will have to work out a schedule with the personnel at that studio. You will have to work their schedule

into your schedule or work your schedule into their schedule. An advantage to this type of system is that you have technical personnel there that can help you make decisions about the lighting, camera angles, close-ups, etc. So you have the advantage of having technical assistance if you shoot your telecourse lesson in the campus studio. So, you really have a decision to make here. There are advantages and disadvantages to this mode of operation. You will have to determine whether the advantages outweigh the disadvantages. If the advantages do outweigh the disadvantages, then you might decide to go with this mode of operation.

If you decide to shoot your telecourse lessons in a university classroom, you will have to make sure that the classroom is available at the time that you want to shoot the lessons. This may or may not be an easy thing to do depending upon the level of usage of the classrooms at your institution. You might run into some scheduling problems. However, there are some advantages to operating this way. One of them is that you usually have all of your material that you will need for the telecourse lesson already in the classroom. You have the blackboard, erasers, charts,

graphs, and whatever you use in the classroom. You usually don't have such things available in the television studio. Usually you have to make arrangement for them to be placed their. This can be especially troublesome if you are a physics or chemistry laboratory professor.

If you decide to shoot your telecourse lessons at home, you will have more control. You will be able to decide when the lessons will be shot. You could shoot your lessons at twelve o'clock at night, when you don't have anything else to do. You could shoot them at four o'clock in the morning. You have more flexibility when you shoot your telecourse lessons at home. One of the disadvantages of shooting your telecourse lessons at home is that, at home, you don't have the technical expertise that you would have at the television studio on campus. Another disadvantages is that you won't have the supplies and materials at home that you have in the classroom. Most of these short coming of shooting your telecourse lessons at home can be surmounted. For example, if you don't have the materials and equipment at home that you need to shoot your telecourse lessons, you can get them.

You could decide to shoot your telecourse lessons

in a combination of the aforementioned locations and/or some other location. For example, if you are a biology professor, you might decide to shoot some of you lessons on a nature trail or at a zoological park. You might decide to shoot some pictures of some animals in their natural habitat. A French professor might decide to shoot some lessons in France. An archeology professor might decide to shoot some lessons in Cairo, Egypt.

Once you decide where you are going to shoot the telecourse lessons, the next question you will have to answer is "Who will operate the camera?" If you decide to shoot the telecourse lessons in the television studio, usually, this question has already been answer. In the television studio, there will probably be a camera operator or technician that will operate the camera for you.

If you decide to shoot your telecourse lessons in a university classroom, you have several options open to you. You could have a technician from the institutions television studio come to the classroom and operate the camera for you. Another option would be to have a student operate the camera for you. This would be a great opportunity for a

student to get some hands-on experience in operating telecourse equipment.

Another option would be for you to operate the camera yourself by remote control. There are many cameras that have remote control capability. If you are not able to get a remote control or if your camera does not have remote control capability, you could set the camera on a tripod close enough to the blackboard that students viewing the lessons on television will be able to see what you are writing. You could let the camera remain in that position throughout the telecourse.

If you decide to shoot the telecourse lessons at home, you will have other options open to you. You could operate the camera yourself. A family member or friend could operate the camera for you. You could have a fellow professor operate the camera for you. There are many other possible choices you have of a camera operator. I have mentioned a few here in order to stimulate some thought in this area.

Next you must decide how many telecourse lessons you will shoot during each session. You could decide to shoot one or several telecourse lessons per session. If the telecourse lessons are being shot at the television studio you might not have to make this

decision. The technician will have to put you into his or her schedule and he or she might be only able to fit you in for one or two hours. So, you might only be able to shoot one or two lessons per session depending upon the time that is available when you go to the television studio. If you decide to shoot your telecourse lessons in a classroom, the number of telecourse lessons might be restricted by the number of hours that the classroom is available.

If you are shooting your telecourse lessons at home, then, of course, you have more flexibility in determining how many telecourse lessons you will tape per session. If you are shooting the telecourse lessons at home, you can tape four hours of lessons during one shooting session, if you like. It is important that, during the design phase of your telecourse, you set a goal as to the number of telecourse lessons you plan to shoot per session. This way you will have something at which to aim. When you actually start shooting the lessons you can adjust this goal up or down as you see fit.

Next you will have to decide how many takes you will do per lesson. You need to have a rehearsal before you shoot the telecourse (even if its just a

little short rehearsal that you do mentally). You should go over what you are going to do and how you are going to do it. If possible, you should rehearse how you are going to write the material on the blackboard or other medium. If you do this, you will know exactly how the material you are going to present will fit on the blackboard or other medium. Doing these things should help to cut down on the number of mistakes that you make during the telecourse lesson and thereby also cut down on the number of takes that you have to do. Albeit, You will still probably make some mistakes during the taping of your telecourse lessons. What should you do when you make a mistake midway through the lesson? Should you rewind the tape and start all over again, or should you just continue and then go back and try to edit out the mistake at the end? The answers to these questions will probably depend upon how big of a mistake you made. If it is a minor mistake, you may be able to edit it out or dub over it. If it is a major mistake, you probably should rewind the tape and do another take. When editing and dubbing over is done, you may need technical assistance from personnel in your institutions technology center. The more takes you have to do, the longer it will take you

to finish developing your telecourse. If you have to do a lot of takes, the development process will take much longer than you will probably anticipate.

When there are mistakes in tapes, you must decide who will edit them. You could do this yourself. You are probably the one most qualified to do it. You know where the mistakes are and you know what must be done information-wise to correct the mistakes. The only thing that you might not know is the technical aspects of correcting the mistakes on the telecourse tapes. Because of this you and a technician from you institution´s technology center may have to edit the tapes together. The same type of system could be used if you have long tapes (for example 2 hour tapes) that you want to edit down to thirty minutes.

Before actually taping each telecourse lesson, you will have to decide what type of audio-visual aids you are going to use. This will be dictated by the subject matter and the specific lesson that you are trying to get across to the students. Some options include: the blackboard, the overhead projector, models, posters, computers, transparences, etc. Some telecourse lessons do not require the use of any audio-visual aids. As the professor of the class, you will have to decide

what is appropriate in your particular situation.

Another question that you will have to answer in designing and developing your telecourse lessons is "Will resource people be used in the telecourse lessons?" If your answer to this question is "yes," you will have to decide whether you want them to come to the classroom or whether you will shoot the scenes involving the resource person on location, i.e., go out to where the resource people are located. This is a decision that you will have to make in designing your telecourse lessons. Many times resource people can add variety and interest to your telecourse lessons. So be sure to consider this option carefully.

DESIGN OF TELECOURSE IMPLEMENTATION

Next you must decide what type of delivery system you are going to use for the telecourse lessons. You could use a telecourse program on cable television. This is used by a lot of institutions in various places. You could decide to have the telecourse lessons aired on the local educational access channel. If you are going to transmit you telecourse live then, of course, you will probably deliver the telecourse lesson via cable television. You can have several different configurations if this is the case. You could

have a two-way communication system. You could have one-way video and two-way audio. This is a system wherein the students at a remote location can see and hear your presentation and they can call in and ask you (the professor) questions. This is similar to what's called a teleconference.

Some live telecasts not only have two-way audio but also two-way video. In this type of telecast, the professor can see the student at the remote location while he or she is teaching and/or when the student makes a telephone call to the place from which the telecourse is being transmitted.

Another mode of delivery is to have the VCR tapes of the telecourse lessons on reserve in the university library. If you have the tapes on reserve in the library, the students could (1) view the tapes individually at their leisure, or (2) view the tapes as a class in a special room in the library set aside for that purpose. Still another option open to you is that of allowing students to view the tapes during the regular class period. This option is especially attractive, since it would allow you the opportunity of pointing out any mistakes that were made in a telecourse tape immediately after the students finish

watching it.

Another question that you, as a telecourse professor, must answer is "How will students register for the telecourse?" There are several options that you have here. First you could allow students to mail in the forms to register for the course. They would not have to come to the campus to register for the course. The forms that they mail to the institution would go directly to the registrar's office, and their the students' names would be entered into the computer. That would conclude their registration.

Another method of registration is to have the students register in person. This is probably the usual mode of operation, not only for telecourses, but also for courses in general. There is really no need for any special type of registration system for telecourses. They can be listed in the registration bulletin along with all of the other courses, of course, with a special note indicating that they are telecourses. Some institutions even print a special flyer about the telecourse to complement the information in the registration bulletin.

As a telecourse designer, you need to decide what type of initial class meeting you will have with your

telecourse students. The initial class meeting for your telecourse could be a face-to-face one. In this type of initial class meeting the professor meets face-to-face with the students either on or off campus. At that meeting, the professor lets the students know about the requirements of the class, the method of delivery of the telecourse lessons, and so forth.

The initial class "meeting" could be my mail. Once the professor gets the names of the students that have enrolled in the telecourse, he or she sends each of them a letter indicating that they are enrolled in the telecourse class. He also includes in the letter other pertinent information.

The next question you, as a professor designing and developing your own telecourse, will need to answer is "How will syllabi be distributed?" There are several configurations in the situation. First, the professor could just mail the syllabi to the students. In this configuration there is usually no initial face-to-face class meeting. The student consults with the professor if he or she needs the professor's help and comes to the college or some central location to take tests.

Syllabi could be distributed at a face-to-face class meeting. This face-to-face class meeting for the

purpose of distributing syllabi is usually the initial class meeting for those professor who choose to have such a meeting.

The next question that you must answer is "What textbook will be used with the telecourse?" Will it be the present textbook, a new textbook, or no textbook at all. Theoretically, a professor could use either one of these configurations. Usually, if there is a textbook that a professor's department has already adopted for the course, he or she will probably use that book as the textbook. In some situations the telecourse and the present textbook might be so vastly different that the professor will choose not to use a textbook at all. He or she may choose, instead, to use a workbook, a series of worksheets, or a combination of the two. In still other situations, the professor will choose to buy a completely new textbook. These are just some of the options that a professor has at his or her disposal when making telecourse textbook decisions.

In designing the telecourse, you must decide what type of assignments you will give during the telecourse. All of the assignments could come directly from the textbook. On the other hand, the assignments could come from a special workbook or a workbook that

the professor designed especially for the telecourse. Still another source of assignments could be worksheets and handouts.

Next the you will have to decide what you will do to maintain students interest and attention during the telecourse. One way to maintain students' interest and attention during the telecourse lesson is to ask them to work some problems during the lesson. In this case, you would explain the first part of the lesson to the students. Next, you would tell them, "Turn the tape off, do the problems on page so and so, then turn the tape back on, when you have finished, and proceed with the rest of the lesson." This approach will help to maintain students' interest and fight boredom. Another technique that will help to maintain students' interest and attention is the technique of shooting scenes away from the classroom. This will break the monotony that may develop when all of the lesson are shot in the same place. Another way that you (as a telecourse professor) can help to maintain students' interest and attention is by shooting some of the telecourse lessons with resource persons doing all or most of the talking. This will bring another person into the lesson, and thus, create more variety in it. Using color television

instead of black and white will also help to maintain student interest. Still another interest maintainer is the technique of asking students question during the telecourse lesson and then pausing for a minute to give them a chance to respond before you give them the correct answer.

Next you must decide what the design of the telecourse tests will be. There are several different types of tests that you can use in your telecourse. For example, you could use a multiple choice test, a true-false test, a short answer test, an essay test, or a combination of these types of tests. Usually the type of test will be dictated by the discipline. If a professor is teaching English, then he or she will probably use an essay type test. If a professor is teaching psychology, he or she will probably use a multiple choice test.

Next the professor must decide on the design of the answersheet. The design of the answersheet, to a large extent, depends upon the type of test that you choose. If you choose the essay test, you could have the students write their answers on the test paper, on their own paper, or in a bluebook. If you chose short answer tests for your telecourse students, your

answersheet could be composed of nothing but blanks. The students could be required to write their answers in the blanks. If you choose the multiple choice test, your answersheet could be just a page with blank spaces on it. The students could be required to write the alphabet of the correct answers to the problems in the blanks. If you choose multiple choice or true-false tests, another option would be to use a machine readable answersheet. In this case you could use "a" for "true" and "b" for "false."

Another question that you must answer is "What testing system will be used during the telecourse?" Will you give the students (1) a mid-term and a noncumulative final, (2) a mid-term and a cumulative final, (3) three tests and a noncumulative final, or (4) three tests and a cumulative final. These are only a few of the many options open to you when you are designing your telecourse testing system.

You must also decide what type of delivery system you will use for your tests. There are several options open to you in this area. For example, you could decide to have your remote telecourse students come to the campus and take the tests. Another option would be to have your students go to an off campus center to

take the tests. Still another option would be to have your students take the tests at home. These are just a few of the options that are open to you when you are designing the delivery system of you testing system for you telecourse.

DESIGN OF TELECOURSE EVALUATION

The next thing that you will have to do is decide how you will evaluate your telecourse lessons. Here we are not talking about how the telecourse may be evaluated by an administrator, department head, or peer group. We are talking about techniques that you (the professor) can use to evaluate your own telecourse lessons. There are many different ways that you can do this. I am sure that as you design and develop you telecourse, you will discover ways other than the ones I will mention here. One thing that you could do to evaluate your telecourse lessons is to construct an evaluation form for students to complete after they finish viewing each telecourse lesson. The information collected on these forms should be used by the professor, not by the department head, administration, etc. They should be used to improve the telecourse lessons. That is the purpose of the type of evaluation I am talking about here. You (as a professor) can also

evaluate your telecourse is in terms of the increased amount of time you have to help students, do research and perform community service.

SUMMARY

In summary, telecourse lessons provide professors with the opportunity to, not only provide instructions for students in remote places, but also for student who are absent for class for pertinent reasons or that just need remediation. Also, telecourse lessons that are properly used, can provide professors with more time to help students, do research, perform community service, and participate in other pertinent activities. Exhibit 1 summarizes some of the questions that professors must answer when designing, developing, implementing, and evaluating their own telecourse.

Exhibit 1

DESIGN OF A TELECOURSE:
FROM REGISTRATION TO FINAL EXAM

DESIGN OF THE DEVELOPMENTAL PHASE OF A TELECOURSE

1. Will you design and develop your own telecourse lessons or will you use commercial ones?

-- make your own telecourse lessons

-- buy prepackaged telecourse lessons

-- use a combination of the above

-- other configuration ----------

2. What type of Camera will you use?

-- camcorder -- other----------

3. What type of VCR tape will you use?

-- T160 -- T120 -- T90 -- T60 --T30

-- other ----------

4. Where will the lessons be shot?

-- at a television studio on campus

-- in a university classroom

-- at home

-- combination of the above ----------

-- other ----------

5. Who will operate the camera?

-- campus studio

-- technician

-- university classroom

-- you -- a student -- a fellow professor

-- a family member -- a technician

-- at home

-- you -- a family member --

-- other ----------

6. How many telecourse lessons will be taped at each session?

-- 1 -- 2 -- 3 -- 4 -- other ----------

7. How many takes will be done?

-- 1 -- 2 -- 3 -- other ----------

8. Who will edit the tapes?

-- you -- a technician -- a fellow professor

-- other person ----------

9. What kind of audio visual aids will be used in the telecourse?

-- chalk board -- overhead projector -- models

-- posters --computers -- transparencies

-- others ----------

10. Will you use resource people in your telecours?

-- will include outside resource people

-- will not include outside resource people

11. If resource people are used, will you invite them to come to the classroom or studio, or will you shoot those scenes "on location?"

-- invite them to come to classroom or studio

-- shoot the scene "on location" -- other ----------

12. What kind of delivery system will you use?

-- a television program on cable T.V.

-- a local educational access channel

-- VCR tapes on reserve in the college library

-- students view tapes at their leisure

-- students view tapes as a class in special rooms

-- combination of the above ----------

-- VCR tapes and play-back system in classroom

-- other ----------

13. What type of communications systems will be used during the telecourse?

-- instructor does all the talking (oneway communication system)

-- instructor lectures and students can call the instructor and ask questions (two way communication system).

-- other ----------

DESIGN OF THE IMPLEMENTATION PHASE OF A TELECOURSE

14. How will student register for the course?

-- mail-in registration

-- in-person registration

15. What type of initial class meeting will the telecourse have?

-- face-to-face

  -- on campus

  -- off campus

-- by mail

16. How will syllabi be distributed?

-- by mail

-- at a face-to-face class meeting

-- other ----------

17. What textbook will you use with your telecourse?

-- the present textbook ----------

-- a new textbook ----------

-- no textbook

-- other ----------

18. Will you use a workbook with your telecourse?

-- yes -- no

19. What type of assignments will be given during the telecourse?

-- assignments from textbook

-- assignments from a special workbook

-- assignments from worksheets or handouts

-- other ----------

20. What will you do to maintain students' interest and attention?

-- have students work problems as they view the telecourse lessons

-- shoot scenes away from the classroom ("action scenes")

-- shoot some of the scenes with resource people doing most of the talking in stead of you

-- use a color T.V. instead of black and white

-- ask students questions during the tape, then pause and give them a chance to respond before you give them the answer

-- other ----------

21. What will be the design of your telecourse tests?

-- essay -- multiple choice -- short answer

-- true-false -- a combination of the above

--other ----------

22. What will be the design of the answersheets for the telecourse tests?

-- fill in the blank -- circle the correct answer

-- the blue book -- machine readable marks

-- other ----------

23. What testing system will be used for the telecourse?

-- a midterm and a noncumulative final

-- a midterm and a cumulative final

-- 3 tests and a noncumulative final

-- 3 tests and a cumulative final

-- other ----------

24. What delivery system will be used for the tests?

-- students come to campus and take the test

-- students go to an off campus center to take the rest

-- other test delivery system ----------

DESIGN OF THE EVALUATION PHASE OF THE TELECOURSE

25. How will you evaluate the telecourse?

-- let the students evaluate the telecourse

-- evaluate the telecourse in terms of its benefit to you, e.g., more time to help students, do research, or perform community service

-- other ----------

SUGGESTED READINGS

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VITA

Dr. Earl's first experience as a telecourse instructor was in 1970 at Norfolk State University (when educational television was in its infancy). There he designed and taped a telecourse lesson in geometry for review and evaluation in a course in educational methods. Later, he team taught a calculus class at a high school in Virginia, using telecourse lessons (as a part of a teaching internship program). Since then he has taught courses at both the undergraduate and graduate levels. Institutions he has taught for include Tidewater Community College, in Virginia, Florida Community College at Jacksonville, City Colleges of Chicago, Old Dominion University, and Hampton University. Most recently, he developed telecourse lessons for use in his statistics classes at Christopher Newport College, in Newport News, Virginia; where he is now an Assistant Professor of Mathematics.